

Stowupland Pre-School

Church Road, Stowupland, Suffolk IP14 4BQ



Inspection date	12 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and the manager are ambitious and have high expectations for the pre-school provision. They continuously review and evaluate all aspects of the pre-school to drive improvement. Staff, parents, children and other professionals feed into this process and are able to influence change.
- Parents speak highly of the pre-school staff and the way in which their children are cared for. Some comment on the effective relationships they have with their child's key person, which helps them to ensure their children settle smoothly into their pre-school life.
- Children are busy and engaged throughout the pre-school day. They guide much of their own play and have opportunities to decide whether they want to learn indoors or outdoors as they freely move between the pre-school room and the exciting garden.
- Children form close and caring relationships with the staff and with each other. The friendly staff welcome them as they arrive and support them to leave their parents and carers.
- Key persons make very good use of the information they know about each of the children in their key-worker group, to plan effectively for their next steps in learning. They accurately assess children's progress to help to ensure that any gaps in children's learning are identified and strategies are put in place to help to close the gaps.
- Children's understanding of the wider community is very effectively promoted as staff regularly arrange visits in the local area. For example, they visit an elderly persons' home, the local butcher's shop, the church, the allotments and the local school.
- On occasions, staff ask children lots of questions in quick succession and do not provide enough time for them to consider their responses to the questions and to think critically.
- At times, staff do not use their planning well enough to ensure that it is highly responsive to children's differing learning needs. They occasionally miss opportunities to fully engage quieter children and capture their interests.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to consider and think about their response to questions, to raise the quality of teaching higher
- review the quality of teaching to ensure that planning is highly responsive to children's needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector
Lynn Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff and the manager are very knowledgeable about factors that might alert them to a child being at risk of harm. They show clear understanding of the action to take should they suspect that a child's welfare is being compromised. Staff continuously review the safety procedures. They recently conducted a thorough audit of all of the resources to consider any potential safety issues. For example, they reviewed the use of small items in children's play and children's technology, such as cameras. The manager has effective systems in place for monitoring all aspects of the pre-school, including the tracking of groups of children. She uses the information effectively to identify any gaps in the provision. This enables her to focus staff training and new resources in the areas identified. Staff regularly update their knowledge through a range of training and also through the pre-school's online training forum.

Quality of teaching, learning and assessment is good

Children have fun at the pre-school. They enthusiastically develop interesting games when playing in the well-presented garden. They have fun making cakes and potions in the 'mud kitchen' and use the excitingly presented resources to enhance their learning. Staff are on hand at all times and deployed effectively to support children's learning and to follow their interests. For example, children choose to do a spontaneous sounds activity. Staff support this learning and sing the songs and sounds with them. Staff help children to use numbers in their play. For example, they make tall towers and count how many bricks they have used. They consider ways of making their towers stronger to prevent them falling, children suggest that they can use tape. Staff facilitate this idea and praise their achievements.

Personal development, behaviour and welfare are good

Children play in a welcoming and stimulating environment. For safety reasons parents leave their children in the small foyer area where children confidently find their name and choose a peg to place their belongings on. Children behave very well. They clearly understand the pre-school rules and show kindness towards each other. For example, staff manage turn taking and sharing by using timers. Children fetch the timers for each other when they observe one is needed. Children enjoy a range of healthy snacks each day and children staying for lunch bring a packed lunch. Staff sit with the children at mealtimes, to supervise their eating and to ensure the time is used effectively for social interaction. Parents are informed about what their children have eaten each day, for example through a daily diary. Children enjoy exploring their physical abilities, for example, they ride the selection of bikes and trikes, dig in the digging areas and balance on tyres.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. They develop the essential skills they need for their next stage of learning, such as school. Children are very independent. They wash their own cups and plates after snack, put their coats on and off to play outdoors and use the toilets without assistance. Children articulate their feelings well.

Setting details

Unique reference number	EY544094
Local authority	Suffolk
Inspection number	10099851
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	54
Name of registered person	Stowupland Pre-School And The Mighty Oaks
Registered person unique reference number	RP544093
Date of previous inspection	Not applicable
Telephone number	01449678550

Stowupland Pre-School registered in 2017. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 4pm. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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